

APPENDIX I

SAMPLE CONTENT (REPERTOIRE/LITERATURE) GUIDELINES

Guidelines for selecting stimulus materials for instructional exercises in dance, music, theatre and the visual arts are presented on pages 297 – 300. These guidelines were published by the Council of Chief State School Officers (CCSSO) in 1994 in *Arts Education Assessment and Exercise Specifications*. The CCSSO document targeted the 1996 National Assessment of Educational Progress (NAEP) in arts education.

Guidelines For Selecting Stimulus Materials For Dance Exercises

	Grade 4	Grade 8	Grade 12
Vernacular Dance	<p style="text-align: center;">30%</p> <p><i>Include the following American dance forms:</i></p> <ul style="list-style-type: none"> • Folk • Square 	<p style="text-align: center;">40%</p> <p><i>Include the following movement forms from popular culture:</i></p> <ul style="list-style-type: none"> • Jazz • Tap • Popular • Musical Theatre 	<p style="text-align: center;">30%</p> <p><i>Include the following movement forms from popular culture:</i></p> <ul style="list-style-type: none"> • Jazz • Tap • Popular • Music Video • Musical Theatre
Western Theatrical Dance	<p style="text-align: center;">40%</p> <ul style="list-style-type: none"> • Creative Movement • Creative Dance 	<p style="text-align: center;">30%</p> <ul style="list-style-type: none"> • Creative Movement • Creative Dance 	<p style="text-align: center;">40%</p> <p><i>Include Western theatrical dance forms from the following historical and stylistic periods:</i></p> <ul style="list-style-type: none"> • Pre-Classic through Contemporary • First half of 20th century¹ • Second half of 20th century² • Post 1960s Modern Dance
Dance Outside the Western Tradition	<p style="text-align: center;">30%</p> <p><i>Include popular and theatrical classical dance forms from:</i></p> <ul style="list-style-type: none"> • Asia • Africa • Caribbean • Latin America • Middle East 	<p style="text-align: center;">30%</p> <p><i>Include popular and theatrical classical dance forms from:</i></p> <ul style="list-style-type: none"> • Asia • Africa • Caribbean • Latin America • Middle East 	<p style="text-align: center;">30%</p> <p><i>Include popular and theatrical classical dance forms from:</i></p> <ul style="list-style-type: none"> • Asia • Africa • Caribbean • Latin America • Middle East

¹ Refer to *Pre-Classic Dance Forms*, by Louis Horst, for a complete listing of Western theatrical dance forms from the Pre-Classic period.

² Refer to *Ballet and Modern Dance*, by Susan Arc, for a complete listing of 20th century Western theatrical dance forms.

Guidelines For Selecting Stimulus Materials For Music Exercises

	Grade 4	Grade 8	Grade 12
Western Art Music (By Style Periods)	25% Baroque through Contemporary	40% Renaissance through Contemporary	40% Medieval through Contemporary
American Folk and Popular Music	50% <ul style="list-style-type: none"> Traditional songs (e.g., work songs, spirituals, game songs, rounds, 19th century popular songs, ballads) Instrumental music (e.g., dance tunes, ragtime, Dixieland, jazz) Contemporary pop (e.g., rock, top 100, Latin American, soul) 	35% <i>Include Grade 4 categories, and add:</i> <ul style="list-style-type: none"> blues gospel jazz country Broadway musicals 	35% <i>Include Grade 8 categories, and add:</i> <ul style="list-style-type: none"> hybrid or fusion rock historical songs (Civil War, Great Depression) reggae jazz standards and various jazz sub-categories (bebop, boogie-woogie)
Music Outside the Western Tradition	25% <ul style="list-style-type: none"> Native American Indian Sub-Sahara African Latin American Asian 	25% <i>Include Grade 4 categories, and add:</i> greater country-specific content (e.g., drumming from Ghana, calypso songs from various Caribbean islands, koto playing from Japan)	25% <i>Include Grade 8 categories, and add :</i> greater country-specific content (e.g., classical Indian sitar, Indonesian gamelan, world-beat influence on popular music)

Guidelines For Selecting Stimulus Materials For Theatre Exercises

	Grade 4	Grade 8	Grade 12
	10%	30%	40%
Theatre	<ul style="list-style-type: none"> • Dramatic Literature • Children's Plays 	<ul style="list-style-type: none"> • Rituals Native American African Other Cultures • Shakespeare • Comedy • American Musical • Serious Drama 	<i>Draw from Grade 8 categories, and add:</i> <ul style="list-style-type: none"> • Epic Theatre • Spanish Golden Age • U.S. Latino • African American • Asian American • Tragedy (Greek) • Absurd • 20th Century American and World Drama
Literature	40% <ul style="list-style-type: none"> • Fairy tales • Folk tales • Children's Literature • Poetry 	25% <i>Draw from Grade 4 categories, and add:</i> <ul style="list-style-type: none"> • 19th Century American and European • Modern • World African, Asian Latin American 	15% <i>Draw from Grade 8 categories</i>
Film and Television	10% <ul style="list-style-type: none"> • Television • Film 	20% <i>Draw from Grade 4 categories, and add:</i> <ul style="list-style-type: none"> • Social realism • Special effects 	25% <i>Draw from Grade 8 categories, and add :</i> <ul style="list-style-type: none"> • Documentary • Experimental⁴ • Foreign films⁵
Other	40% <ul style="list-style-type: none"> • Visual arts¹ • Music¹ • Dance¹ • Historical and current events² • Artifacts³ 	25% <i>Draw from Grade 4 categories, and add:</i> <ul style="list-style-type: none"> • Anthropology⁶ 	20% <i>Draw from Grade 8</i>

¹ Visual arts, music or dance: a piece of visual art, music or dance to serve as a prompt for creating an improvisation² Historical and current events: a depiction of an historical event or a newspaper or magazine clipping of a current event to serve as a prompt for creating an improvisation³ Artifacts: e.g., simple tools like an egg beater, a bone, a letter, etc.⁴ Experimental: e.g., MTV⁵ Foreign films: e.g., 400 Blows, Dreams, Red Balloon⁶ Anthropology: rituals or customs from various cultures

Guidelines For Selecting Stimulus Materials For Visual Arts Exercises

The categories for stimulus materials are meant to provide a broad view of visual art from a historical as well as geographic perspective. It will be important to select images and examples that are appropriate to the grade level. Color print reproductions or three-dimensional reproductions of works of art/design need to reflect the diversity of art styles, periods and cultures, as well as representation of fine and folk or craft traditions.

Geographic Regions/Cultural Groups	Percent of tasks developed
African	15%
Asian Near/Middle East	10%
Far East	10%
Australian/Pacific	10%
European	20%
North America	20%
South America	15%

Time Periods (Global Scope)	Percent of tasks developed
pre-13th century	20%
13th - 14th centuries	10%
15th - 16th centuries	10%
17th - 18th centuries	15%
19th century	15%
20th century: 1900-1950	15%
20th century: 1950-present	15%

Media/Processes Guidelines

Because of the nature of the creative process and the flexible quality of media, it is artificial to list specific media and processes according to grade level. Experienced, trained art and design specialists who develop the exercises can suggest appropriate exercise-specific materials.

- A wide range and variety of media and processes should be available including: two-and-three-dimensional, time and space, wet/dry, direct/indirect, traditional/high tech.
- Media and process choices should reflect those likely to be found in most school environments (media such as pencil, charcoal, chalk and oil pastels, crayons, color markers, watercolor, acrylic, tempera, drawing paper, construction paper, cardboard, foamcore board, mat board, white glue, yarn, fabric, clay; processes such as drawing, painting, basic printing techniques, sculpture, collage, assemblage).
- Choice of media and processes is to be relevant to the theme, ideas and cultures represented in a task. (For example: If working on a theme of relationship to others through a mask study, it is not appropriate to ask students to “copy” an African mask, rather to think of how we “mask” our personalities and feelings and design a personal mask for a specific situation related to the students’ own real-life situations.)
- Media and processes are to be age appropriate. They should be “forgiving” and tolerant of handling by young and/or inexperienced students. Media choices should be of good quality. All major manufacturers of art media have a range of quality which conform to the high health and safety standards of most schools.